

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, June 12, 2014**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana State University, 200 North Seventh St., Terre Haute, IN 47809, with Chair Jud Fisher presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Gerry Bepko, Dennis Bland, Jon Costas, Jason Curtis, Jud Fisher, Allan Hubbard, Chris Murphy, Dan Peterson, John Popp, Michael Smith, and Caren Whitehouse.

*Members Absent:* Susana Duarte De Suarez, Hannah Rozow.

**CHAIR'S REPORT**

Mr. Fisher invited President Daniel Bradley, Indiana State University (ISU) to give some welcoming remarks. Dr. Bradley welcomed members of the Commission to the campus.

On behalf of the Commission, Mr. Fisher thanked President Bradley and campus leadership for the guided tour of the ISU campus yesterday, and for hosting a reception at the Condit House and dinner last night and the meeting today.

Mr. Fisher recognized Ms. Sarah Correll in the audience, and announced that she has been recently appointed as the new Student member on the Commission. Sarah is a student from Purdue University, a double major, working on obtaining a Bachelor of Science in Agricultural Education and Agricultural Economics. Sarah is joining the Commission on July 1<sup>st</sup>.

Mr. Fisher highlighted another important appointment in higher education. Ball State University announced that Paul W. Ferguson was named as their fifteenth President on May 22<sup>nd</sup>, 2014. Dr. Ferguson has served as President of the University of Maine since July 2011. He is highly regarded on campus for his commitment to engagement, inclusivity and quality. Mr. Fisher added that a few weeks ago he and Mr. Bland attended an event at Ball State honoring President JoAnn Gora, former President of Ball State.

Mr. Fisher said that the Commission had two resolutions honoring two Commission members, who are concluding their service: Dr. Curtis, the Faculty Member, and Ms. Hannah Rozow, the Student Member.

Mr. Fisher asked Dr. Bepko to read a resolution honoring Dr. Curtis.

**R-14-04.1**      **WHEREAS**, Dr. Jason Curtis provided strong faculty representation to the Commission for Higher Education since his appointment in 2013; and

**WHEREAS**, during this time Dr. Curtis discharged his duties with exceptional energy and wisdom and was an impartial advocate for the needs of students and faculty at Indiana's public institutions of higher education; and

**WHEREAS**, he successfully planned and hosted a well-attended faculty leadership conference in February, showing his capacity for leadership and standing among faculty; and

**WHEREAS**, Professor Curtis participated in the Weldon Conference for Higher Education and the Signature Assignment Workshop, both of which were held earlier this year; and

**WHEREAS**, Jason has been a conscientious and faithful member of the Academic Affairs and Quality Committee who carefully read all program proposals and was particularly noted for his thoughtful questions and comments. He did not hesitate to critique or applaud innovation and his comments consistently enlightened and influenced me and other members of the Committee;

**NOW THEREFORE BE IT RESOLVED,**

That the Indiana Commission for Higher Education expresses its deep appreciation to Jason Curtis for his year of dedicated service as the Faculty Representative to the Commission for Higher Education and to the State of Indiana, and wishes him well as he returns to his alma mater, Cuesta College, in San Luis Obispo, California, as Dean of Academic Affairs for Sciences and Mathematics. Those of us who have been to San Luis Obispo, and know of its congenial weather, its natural beauty, and its local intellectual communities in science and engineering, also understand that it will be very difficult to recruit Jason back to Indiana. (Motion – Bepko, second – Peterson, unanimously approved. Updated June 18, 2014)

Mr. Fisher invited Dr. Curtis to give some comments. Dr. Curtis thanked the Commissioners for their support. He said when he first joined the Commission he was not sure what to expect, and everybody made him feel welcome. Dr. Curtis said that it has been a really interesting experience, and it helped him greatly.

Mr. Fisher invited Mr. Bland to read a resolution honoring Hannah Rozow.

**R-14-04.2**        **WHEREAS**, Hannah Rozow served with distinction on the Indiana Commission for Higher Education since her appointment as student representative in 2012; and

**WHEREAS**, she successfully planned and hosted the 2014 Student Leadership Conference and facilitated the breakout discussion on College Students at the 2013 H. Kent Weldon Conference on Higher Education; and

**WHEREAS**, Hannah was actively involved in the development of the Commission's 2013-2015 Biennial Budget recommendation; and

**WHEREAS**, Hannah made valuable contributions during her service on the Student Success and Completion Committee; and

**WHEREAS**, she was fully engaged in advancing the work of the Commission through her insightful questions and analytical comments on a range of topics; and

**WHEREAS**, Hannah has been a forceful advocate for a variety of measures relating to student success; and

**WHEREAS**, Hannah has consistently and passionately emphasized that student success was a shared responsibility, depending not only upon state policies and institutional practices, but also upon student engagement, a sentiment perfectly expressed by the Inter-Campus Student Completion Council, which she created earlier this year;

**NOW THEREFORE BE IT RESOLVED,**

That the Commission for Higher Education expresses its heartfelt appreciation for Hannah Rozow's service to the State on behalf of Indiana higher education, including its institutions and students, and wishes her every success during her serve in Teach for America (Motion – Bland, second – Peterson, unanimously approved.)

Mr. Fisher mentioned that within next few weeks the Commission will hold a few nominating committee meetings electronically. He added that, together with Ms. Whitehouse and Mayor Costas, he will be discussing the slate of officers, and at the Commission's August meeting Mr. Bland will become the new Chair of the Commission.

## **COMMISSIONER'S REPORT**

Ms. Teresa Lubbers, Commissioner, began her report by joining Commission members in expressing deep gratitude to both Jason Curtis and Hannah Rozow. She said that the Commission has benefited greatly by their participation and counsel, and wishes them well in the exciting new chapters in their lives.

Commissioner Lubbers said it was important to acknowledge achievement, and there were several items worth noting today. First, she congratulated Mr. Smith who last weekend received DePauw University's prestigious Old Gold Goblet. This award is given only to one alum each year for "eminence in life's work and service to alma mater."

Another noteworthy accomplishment was achieved by students in Ivy Tech's practical nursing program for achieving a 99.9 percent pass rate on the National Council Licensure Examination for Practical Nursing. This far surpasses the national average of 84.5 percent, as well as Indiana's pass rate standard of 80 percent.

Commissioner Lubbers mentioned that the Commission had a noteworthy month, too, as evidenced by the awards displayed in the meeting room. At the Midwestern Higher Education Compact meeting last month, Dr. Ken Sauer and State Senator Carlin Yoder accepted an award honoring Indiana for being the first state in the nation to join the State Authorization Reciprocity Agreement (SARA) for online education.

In addition, the Commission's 21<sup>st</sup> Century Scholars and ScholarTrack websites received the Award of Excellence, the highest honor available in The Communicator Awards. Both websites were chosen out of over 6,000 entries for their innovative design and meaningful communication of content. Commissioner Lubbers urged the Commission members to review these websites, if they have not done so yet. She gave special credits to Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Student Success Initiatives, for his innovative style, and to Mr. Doug Lintner, Digital Media and Design Manager, for his work on these websites. Commissioner Lubbers reminded the Commission members that last year Learn More Indiana was honored with three Davey Awards for educational websites.

Next, Ms. Lubbers mentioned some good news for the state. On Wednesday, June 11<sup>th</sup>, Conexus Indiana, together with Ball State University's Center for Business and Economic Research and the IBJ released the 2014 Manufacturing and Logistics Report for the State and Nation. Indiana continued to remain strong with an A grade in the manufacturing industry, sharing that position with only four other states. Likewise, Indiana's 2014 A grade in logistics was only shared by four other states. Of special importance to the Commission and the work it does was the human capital ranking. Indiana's grade improved from a D to a C-, showing an improvement in first year retention rates for degree and certificate seeking students. The challenge remains: Indiana is still among the bottom ten states in educational attainment.

In conclusion, Commissioner Lubbers expressed hope that some of the Commission members read or heard the coverage of Indiana College Success Coalition celebration that was held in the Statehouse earlier this week. Fifteen new counties, who have committed to being a College Success County, were brought together. With these counties the number of college success counties reached 62. Commissioner Lubbers said it was the Commission's goal to partner with all 92 counties in efforts to create a culture of learning for Hoosiers.

## **CONSIDERATION OF THE MINUTES OF THE MAY, 2014 COMMISSION MEETING**

Mr. Murphy requested that the following changes were made in the Minutes.

In Business Item A (page 7 of the Agenda book), after the resolution, Mr. Murphy asked to include the following paragraph after the words "...in terms of helping employees": "There is not much guidance as to

what ought to be encouraged or what might be done to accelerate degree completion for employees. There are no suggestions on resources that an employer knows of that help the company help the employee.”

In Business Item D (page 9 of the Agenda book), in the fourth paragraph of the discussion, Mr. Murphy asked the following paragraph to be added after the words “...rationale for the program”: “Mr. Murphy emphasized that the Commission had previously stated it wanted to look at hard data as to job needs and opportunities when asked to approve new programs or majors.”

**R-14-04.3 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the May, 2014 regular meeting with the above additions (Motion – Hubbard, second – Smith, unanimously approved)

## **II. DISCUSSION ITEM: The Public Square**

### **A. Balancing Work, Family and School**

In his introductory comments, Mr. Fisher reminded the Commission members that last month the Commission began a conversation about “overcoming hurdles to completion.” The Commission continues this discussion with a Public Square focused on the Return and Complete initiative.

Mr. Fisher introduced three panelists joining the Commission meeting: Dr. George McClellan, Vice Chancellor for Student Affairs and Enrollment Management, Indiana University – Purdue University Fort Wayne (IPFW); Mr. Patrick Lane, Senior Policy Analyst and Project Coordinator with the Western Interstate Commission for Higher Education; and Dr. Jason Taylor, Postdoctoral Research Associate, University of Illinois at Urbana-Champaign. Ms. Sarah Ancel, Associate Commissioner for Policy and Legislation, was coordinating the panel discussion.

Ms. Ancel said that this morning the Commission was discussing a plan on how to reach out to students in Indiana who have some college but no degree, and encourage them to pursue higher education and earn the degree or credential. Ms. Ancel explained that this panel is designed to help the Commission to navigate this process by looking at various hurdles for this population and strategies for overcoming them.

Ms. Ancel asked all three panelists what they believe is the biggest hurdle for former students thinking about returning: is it (1) not being encouraged/seeing a reason to do so; (2) not having money to do so; (3) not having the time to do so; or (4) other or all of the above?

Dr. McClellan said that all these hurdles are important, but confidence is another very important factor. People who left a long time ago do not feel confident that they will fit on campus. Another important reason is the perception of the cost of return.

Mr. Lane echoed Dr. McClellan’s opinion. He said that some research shows that the financial barriers or the perception of them are on the top of the list. Another factor is the time management, having an additional commitment to already busy lives. Mr. Lane said that it is time to start talking about policy approaches and consider both the financial aspect and the ways to make it as easy as possible logistically for adults. Mr. Lane said that some for-profit institutions are enrolling a large number of adults; and they are trying to provide a customer service approach. Mr. Lane said Indiana should try this approach, as well.

Dr. Taylor agreed with both panelists, and added that there are not many good theoretical models on the reasons why the students come back, while there is a lot of research on the reasons why students enroll in college, and why they leave. Dr. Taylor said that it is important to work on some policies and programs that states are now pursuing to provide better data. Referring to Mr. Lane’s previous comment, Dr. Taylor added that for-profit

institutions structure classes to allow students on the graduate level, who work during the day, take classes in the evening, to finish their degree.

Ms. Ancel asked Mr. Lane to talk about the ways other states and universities encourage students to return. Mr. Lane began by explaining that Western Interstate Commission for Higher Education (WICHE) manages the College Completion Network. This Lumina funded project is designed to bring together those working on adult completion programs: other states governments, cities, institutions, Workforce Boards, local governments, and stakeholders.

Mr. Lane talked about two main approaches that states and institutions are pursuing. First is based on data mining to identify former students who left a state institution, and to encourage them through direct contact to come back. It is possible to identify these students through National Clearing House; or to use the third party data aggregators to get current contact information. These are crucial steps; tens of thousands of students may be eligible for either receiving Associate's Degree or finishing their degree quickly.

Mr. Lane pointed out that not all students in Indiana with some college but no degree are in the state data system, so a broader outreach effort might be needed to reach them. Some states use traditional television and billboard marketing campaign. A less expensive marketing outreach is building a coalition that will focus on creating and spreading a message about going back to college. Louisville, KY has a program called "Fifty Thousand Degrees". It is being championed by the Major, and is supported by business and community leaders, and Chamber of Commerce.

Mr. Lane talked about Workforce Boards and agencies as crucial places to find a number of adults with some college but no degree. Rutgers University and National Association of Workforce Boards found training materials and check-lists for these places, to help them identify these students and try to bring them back to college to earn a degree or a certificate.

Mr. Lane pointed out that even though the outreach efforts are necessary, having policies and practices to back them up is even more important. The colleges should be able to value the students' prior learning; make the college more affordable; have flexible schedules, as well as night and weekend student services.

Mr. Lane also mentioned financial options as a part of the marketing. He talked about some states (Oklahoma, Connecticut, and Arkansas) that offered financial aid in various forms. There are various steps that states and institutions can take to reduce the financial burden; this includes ensuring that adults get tax credits they are eligible for. Some states came up with payment plans for the students instead of requiring them to pay lump sums.

Speaking about open educational resources, Mr. Lane mentioned a Gates funded project, which shows some data about students not passing classes because of the cost of textbooks; while where there are open educational resources, the success rates can be increased without sacrificing quality. Reducing the number of courses without sacrificing quality could also alleviate some of the financial concerns.

Finally, Mr. Lane mentioned that Tennessee offers 40 percent waiving bonus for adult students who come back and finish. There are resources within different potential collaborators throughout Indiana, like DWD and Chamber of Commerce; and they also have abilities to conduct outreach. Research on collaborative efforts shows that to make this effort successful it is important to have a strong coordinating body, and the Commission can play this role, as well as develop relationships with employers who can adopt education-friendly policies and tuition assistance.

Ms. Ancel said that some Indiana public institutions reach out to students who stopped out and encourage them to come back. She asked Dr. McClellan to highlight the "Come Back" Initiative at IPFW.

Dr. McClellan said that the mission of IPFW is to play a leadership role in serving higher education needs in Northeast Indiana, and a part of it is serving adult learners. On average, their students are getting younger, and more of them are going to school full-time; but the university is concerned that they are not paying enough attention to adult learners.

Dr. McClellan explained that in the summer of 2013 IPFW came up with the idea of a financial support for students who left the college with no degree. Dr. McClellan said that they decided to use “in-house” scholarships. IPFW pledged the idea out in the fall of 2013, and got an approval for implementation in spring of 2014. The university has opened the upper division courses now, so they do not have to hire extra faculty.

Dr. McClellan said that the university wanted to draw the adult students back and keep them until they complete their degree. This led to a scholarship that equals 50 percent of tuition. As long as a student would come back in the fall of 2014 and remains enrolled continuously through degree completion, this scholarship is available. The student has to have at least a 2.0 GPA, be an Indiana resident, and this will have to be his/her first Bachelor's degree. A student has to be registered for the fall of 2014 semester to get the discount.

Dr. McClellan said that IPFW came up with 2500 people who were eligible. The university sent letters and then post cards to these people. There were several walk-ins, as well. Based on a pilot program done a couple of years ago, Dr. McClellan believes the university could get 75 people in this program. He added that if this could be done on a state level, hundreds of people will benefit from this plan.

Dr. McClellan explained that the university's goal is to make sure the return students succeed. Each of the university's academic colleges has the lead person, who will help the students throughout the time they are on campus. So far IPFW had 180 inquiries from qualified candidates; 53 of these have already applied and been accepted. A third of these people are coming back for general studies, but two thirds are coming to other colleges. IPFW's adult learner category is 29.8 percent higher this year, due to the returning students.

Ms. Ancel invited Dr. Taylor to talk about the “Credit When It's Due” (CWID) initiative.

Dr. Taylor explained that this initiative was launched in 2012, and five foundations funded 12 states to develop transcript policies. In 2014, three more states were funded. Dr. Taylor explained that reverse transfer refers to policies and programs designed to confer associate's degrees to help students meet the requisite requirements for the degree. This involves the transfer of the university credits back to the Community College, for the purpose of awarding a degree.

Dr. Taylor said even though the purpose of this meeting is to consider programs and policies that encourage students to return to college, this is not the focus of reverse transfer of CWID initiative; the focus is on students transferring from two- to four-year institution.

Dr. Taylor talked about some data points related to the need and rationale for this transfer. According to the data from the Beginning Postsecondary Students Longitudinal Study and the more recent study by the National Student Clearing House, only 20 percent of students who transfer from a two- to a four-year institution do so with an Associate's degree.

Dr. Taylor said that the CWID Baseline Study with the 12 states identified transfer students without an associate's degree. They followed the students transferring from two- to four-year institutions for four years after transfer. About 50 percent of students had no Bachelor's degree four years after transfer, despite the fact that about 67 percent of them transferred with 45 or more credits. Reverse transfer can reduce the need for students to complete their associate's degree; they may earn it en route to the Bachelor's degree.

Another possible hypothesis is that students who receive Associate's degrees after transfer may be more likely to persist through a Bachelor's degree. The reverse transfer is very new, and CWID is working with these 15 states, following students for years after they receive their Associate's degree, looking at longitudinal enrollment and completion data and potentially employment data.

Dr. Taylor said that even though these grants were awarded in late 2012, programs and policies are still being tested, evolving, and changing. CWID identified five major processes associated with reverse transfer: student identification, consent process, transcript exchange, degree audit, and degree conferral.

The first process is for the states and institutions to establish the students' eligibility criteria for this program. Across all states the minimum criteria are that the students meet residency requirements at a community college, which is 15-20 credits; and that they do not have an Associate's degree.

The second is the consent process; it refers to the ways institutions and states reach out to students to obtain their consent to participate in reverse transfer. The primary impetus is the federal legislation; many universities do not have the legal authority to send transcripts to community colleges without the student's consent. Most institutions have adopted an "opt-in" policy, when the student has to consent actively how his transcript should be sent or degree conferred. But some institutions have "opt-out" policy, whereby if the student does not actively deny consent, then the consent is assumed, and the student's degree is conferred. CWID's research shows that the student consent ranges from 20 to 50 percent.

The third process is transcript exchange. State and institution's technology capacity is critical to the exchange of transcripts. Some states have centralized systems where student transcript level information among public institutions is being moved electronically.

Related to this is the fourth process, which is degree audit; it is also depending on technology and capacity within the institution and state, as well as state's course equivalency tables. In some states, a system houses the first level information, so the state could see who is close to the degree, and this information is being sent to the universities and colleges.

The final process is degree conferral, when the states are investigating their near-completers and informing them what they need to do to complete the degree.

In conclusion, Dr. Taylor talked about marketing and communication and mixed approaches to this in these states. As of March 2014, across the 12 states that started in 2012 about 3000 Associate's degrees have been conferred so far.

Ms. Ancel asked all three panelists what can be done in Indiana that would be in the best interest and at the lowest cost for a student who has most recently attended a four-year institution and has 60+ credits that could earn him an Associate's degree.

Dr. Taylor responded that they have not seen any students who only have credits from the university. There are three states where the universities had the authority to confer the Associate's degrees (Arkansas, Minnesota and Florida); and these universities are awarding Associate's degrees to these students. As to the residency requirements, the Higher Learning Commission has recently changed their policy. It used to be that the student needed to earn the certain portion of the credits from the last institution they attended that will be awarding the degree. The new policy states that "typically the institutions will require that a minimum of 30 of the last of 120 credits for Bachelor's degree, and 15 of the 60 credits for the Associate's degree will be credits at that institution itself."

Dr. McClellan noted that, in his opinion, students should not be encouraged to earn an Associate's degree, because the value of an Associate degree varies by discipline. Dr.

McClellan said he could see the value of a reversed transfer for students who go to college part-time, for whom an Associate's degree is a milestone; but this should not be a universal goal.

Ms. Ancel noted that an Associate's degree is one pathway for adults returning to college and seeking Bachelor's degree. She invited the panelists to talk about other paths that would be most friendly and most successful for adults return to college with some credits.

Mr. Lane said that adult learners who are earning some degree are a very diverse group, and it is important to develop as many different tools and pathways for these people as possible. There are schools that have done away with the residency requirements. There are ways to fairly award credit to a degree that will not require 15 to 20 credits. It is important to check the needs of employers and to see what credentials are required for some career progressions. Mr. Lane added that National Manufacturers Association has worked in Indiana to identify credentials that would lead to an Associate's or even Bachelor's degree in the health field.

Dr. McClellan said that credentials should be given for experience, and Indiana could play a leadership role for its citizens and in the country to pioneer a credential that would be attractive for adult learners. This will require meetings with the employers, universities and students.

Mr. Taylor said that it is important to identify the barriers that prevent students from getting their degree, and some analysis might be conducted to create the pathways to help students.

Mr. Murphy noted that all three panelists mentioned the financial hurdle as being the most serious. He said that in his company they have a program that pays their employees to continue their education and get a degree; and yet the employees give various reasons for not doing this. Mr. Murphy asked how employers could motivate their employees.

Dr. McClellan responded that motivation can't be manufactured. It is important to talk to people about non-market benefits of a degree, like health, quality of life, and other.

Mr. Lane said that some data on veterans' completion shows that even though veterans have great financial benefits to pay for tuition, the completion rates were not as high as expected. Some people think that a college is only for 19-year olds; so it is important to send some marketing messages with ideas that college is a place for adults, as well. It is also helpful if college could be linked to career advancement and personal fulfillment.

Dr. McLellan added that it is important to keep the return students and value their life experience. Such students are more likely to complete.

Mr. Lane mentioned that some companies have had success offering on site classes, and institutions and companies have to be willing to show some flexibility.

Dr. Taylor pointed out that several factors affect students' choice to go to college, and they include peer influences, the communities, the families, and the companies they are working for. It is important to engage local communities and families to discuss the value of college.

Commissioner Lubbers said that there are many people who are not happy in their jobs, and they are looking for improvement. It is necessary to send the message to this diverse adult population, people ages 30 and 40, who have twenty or more years to work and need something better for themselves and their families.

Mr. Lane added that the population of 50+ is a huge group, especially because of the recession. They now have to stay in the workforce a lot longer than they were planning, and they need a new career quickly, which means a huge market for Certificates.



On behalf of the Commission, Mr. Fisher thanked the panelists for their remarks and participation in this discussion.

### III. BUSINESS ITEMS

#### A. Directive to Launch Return and Complete Initiative

Mr. Fisher said that as the panelists have clearly articulated the importance of accessibility of higher education for working adults and non- traditional students, the Commission now has the opportunity to adopt a resolution to improve the access and success of working adults.

**R-14-04.4**                    **RESOLVED:** That the Commission adopts a directive to launch the Return and Complete Initiative (Motion – Bepko, second – Hubbard, unanimously approved)

#### B. College Readiness Report Release

Mr. Fisher said that as part of its recently developed series of reports, the Commission provided K-12 and other higher education stakeholders with more information about Indiana student's college access and performance, so that overtime it would be possible to highlight successes and work together to tackle remaining challenges. Mr. Fisher said that the Commission is ready to release the next set of College Readiness Reports, and he invited Dr. Stacy Townsley, Associate Commissioner for Information and Research, to present the findings.

Dr. Townsley said that the number of messages and phone calls regarding the availability of the current data indicates that these reports provide valuable service to education stakeholders of Indiana. Dr. Townsley said that she would provide an overview the purpose and scope of college readiness reports and will report areas/statewide findings and trends; then Mr. Sam Snideman, Director of Alignment and Readiness, will talk about policy initiative tie-ins.

First, Dr. Townsley explained that the purposes of these reports are: to examine students' college-going and college readiness with demographic, geographic, and academic breakdowns; to focus attention on the alignment between K-12 and postsecondary education in Indiana; and to identify pathways to success.

Dr. Townsley said that the reports look at high school graduates who enrolled in post-secondary institution in a school year immediately following high school graduation. A student must be pursuing a certificate or a diploma on an Associate's or Bachelor's level, and be enrolled for an equivalent of at least one semester.

For the most recent reports 2012 high school graduation data was provided by the IDOE. It was combined with the data provided by public institutions for 2012-13 school year. Data from the National Student Clearing House was used for students at private, proprietary, and out-of-state colleges. College-going rate is 66 percent, and this is a key indicator that is being tracked with the college readiness reports. This is slightly up from the previous year. Approximately half of Indiana high school graduates attend public institutions, and 15-17 percent attend other institutions, almost half of which are Indiana private non-profit institutions.

The next slide shows the breakdown of an overall enrollment goal into various demographic and academic subgroups, such as high school diploma type or 21<sup>st</sup> Century Scholar status. Dr. Townsley said she was focusing on additional key indicators that include college preparation, program and enrollment detail, and freshman year performance. This data was submitted to the Commission by Indiana public colleges. For the next year's report Dr. Townsley hopes to include data from the private institutions.

Dr. Townsley talked about college preparation and remediation requirements, identified by the public colleges. Almost one third of Indiana high school graduates attending Indiana public colleges and

universities require remediation, and the cost of remediation overall is around \$78 million per year in tuition funding and state subsidies.

In response to Mr. Bland's question whether a study has ever been done of non-Indiana residents who come to Indiana colleges and need remediation, Dr. Townsley said that she was unaware of that.

Next slide showed that remediation needs declined in 2010-12 for all race/ethnicity subpopulations. Dr. Townsley pointed out that diploma type also matters; considerably fewer students with Core 40 diploma needed remediation.

Dr. Townsley noted that math continues to be the biggest challenge: for each diploma type at least 80 percent of remedial students had to take math. The College Readiness Report also covers a degree program and enrollment status of students: full-time students are those who take 12 or more credit hours their entry semester; part-time students take fewer than 12. Dr. Townsley mentioned that the number of part-time students attending Indiana public colleges has doubled since 2008, and there are more part-time students at Associate's and Bachelor's levels.

Final key indicator of the reports is freshman year performance. Most degree programs require 60 or 120 credit hours, so it is recommended that students take at least 15 credit hours in each semester for on-time completion. The cumulative GPA is another indicator, which shows that students with higher freshman year GPA are more likely to persist to sophomore year. The data show that students earn fewer than the recommended 30 hours per semester in their freshmen year.

Dr. Townsley summarized that data for 2008-2012 high school graduates show that college-going rates and college enrollment are holding steady overall; college preparation levels are improving: remedial needs have decreased slightly for all race/ethnicity subgroups and high school diploma types; more students attend part-time; and academic performance (GPA) is improving slightly.

Mr. Snideman began by speaking about policy initiative in the State and the Commission with respect of readiness. He mentioned the new College Ready Standards that Indiana adopted in April. Mr. Snideman said that the State Board of Education and Education Roundtable are working on the development of an aligned assessment to these new standards, and it is expected that these standards and assessments will improve readiness of the students when they go to college or enter the workplace.

Mr. Snideman explained that House Enrolled Act 1005 from 2013 requires the Commission, the Education Roundtable, DWD and DOE to work on identifying remedial needs of students while they are still in high school, and this will lower the cost of remediation to the state. Mr. Snideman mentioned that Commissioner Lubbers is co-chairing a panel of Indiana Career Council, focused on studying Indiana's Core 40 Diploma and other high school diploma types, with the expectation of the recent recommendations to State Board of Education to make some modifications to Core 40.

Mr. Snideman said that the Commission's continued implementation of Ivy Tech and Vincennes co-requisite remediation and the new math pathways, including extending into the fourth year of high school, should prove fruitful for preparing students on the math side for college.

Dr. Townsley added that this is the second year the Commission has done more extensive college readiness reports and posted them on the Commission's website. The Commission has plans in the future for expanding the scope of the reports and including more data for public availability.

In response to Mr. Murphy's question whether there is information broken down by the colleges, and whether the information pertains only to Indiana public schools, Dr. Townsley said that beyond the college going rate which is highlighted in the first few slides, everything else is focused on Indiana colleges. In response to Mr. Murphy's question regarding information on the percentage of students needing remediation in Indiana private colleges, as well as information on the level of performance of the ethnic groups, Dr. Townsley said that the Commission hopes to have this data next year.

Dr. Bepko asked whether it is possible to have data that will show any increase or decrease in the overall college going rate in relationship to the size of the population. Dr. Townsley responded that the report is based on data provided by the DOE. Dr. Bepko explained that there is an assumption that the college going rate is going up; however, the enrollment at the first year of college staggers. Dr. Townsley said that there might be a way to look at data in this sense.

In response to Dr. Bepko's comments, Commissioner Lubbers said that this year's report is much better than the one last year; and last year's report was better than the one a year before. There are many opportunities for the Commission to draw information regarding state population, high school graduates, and other factors. Around 2009 many people were going to college, but had to quit and return to work due to the change in economy. Commissioner Lubbers said this is the best opportunity to work with K-12 partners. The superintendents and principals get this information by the schools, and are using it to make curriculum decisions. Commissioner Lubbers thanked Dr. Townsley for her great job on this report.

In request from Mr. Hubbard to see the information broken down by schools, Commissioner Lubbers said that the Commission does not provide this information by high school or statewide, because some of the areas are suppressed and the numbers are too small to be identified. Dr. Townsley added that if the bottom line population is less than ten, any calculation is going to be suppressed; the data for smaller corporations and schools is on the Commission's website with an asterisk in different cells.

Mr. Murphy referred to a schedule on page 3 that shows total enrollment in public colleges. He said it would be interesting to put the data after that, to see the remediation by the school, in order to see the graduation rates or persistence rates later on. Dr. Townsley said that the Commission provides this data to institutions, but they are hesitant to put data side by side. Mr. Murphy said that if it is impossible to see the discriminate data, it is hard to see what is happening.

Mr. Smith echoed Mr. Murphy's comment, adding that this is particularly true in the context of the conversation with President Bradley, who talked about the ISU's incoming class. Mr. Smith pointed out that it would be helpful to appreciate the extent of this challenge. Commissioner Lubbers said the staff will ask the institutions to show the number of students needing remediation on their campuses.

Mr. Popp said that schools keep changing the ways of teaching math, which makes it difficult for students. Commissioner Lubbers agreed that math pathways are a focus for K-12 and higher education.

In response to Mr. Bland's question regarding the areas of high interest for her as she was looking at this data, Dr. Townsley said that she realized that a lot of changes have taken place in recent years in K-12 arena, with shift away from general to Core 40, and it would be interesting to see how many trends and policy initiatives were affected by this.

### **C. College Success Coaching for 21<sup>st</sup> Century Scholars**

Mr. Fisher said that on Tuesday the Commission added a voting item to the agenda to authorize staff to enter a contract agreement with Inside Track, supported by private grant funding, to provide college success coaching services to 21<sup>st</sup> Century Scholars at participating Indiana college campuses. This was discussed in the working session this morning.

**R-14-04.5**                    **RESOLVED:** That the Commission for Higher Education authorizes staff to enter a contract agreement with Inside Track, supported by private grant funding, to provide college success coaching services to 21<sup>st</sup> Century Scholars at participating Indiana College campuses (Motion – Curtis, second – Costas, unanimously approved)

**D. Commission for Higher Education Fiscal Year 2014-15 Spending**

Mr. Fisher said that the Commission also discussed the FY14-15 spending plan in the working session and added it to today's agenda for approval.

**R-14-04.6**                    **RESOLVED:** That the Commission for Higher Education adopts the Fiscal Year 2014-15 Spending Plan (Motion – Murphy, second – Bland, unanimously approved).

Mr. Fisher again thanked Dr. Curtis and Ms. Rozow for their service at the Commission and wished them both best of luck. He once more congratulated Mr. Smith on his award, and again welcomed Ms. Correll on board.

Mr. Fisher reminded the Commission members that the next Commission meeting will take place on August 14<sup>th</sup> in Muncie, IN., with events scheduled in the afternoon and evening of the 13<sup>th</sup>, as well. Mr. Fisher mentioned the Commission members that the Commission will be operating under a new schedule, in which activities begin on Wednesday afternoon, but the meeting concludes an hour earlier on Thursday. Mr. Fisher also reminded the Commission that there is no July meeting.

Mr. Bland wanted to stress out that the reward that Mr. Smith received is a remarkable honor, and he wanted to put it into perspective as a tremendous accomplishment.

**IV. INFORMATION ITEMS**

- A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action
- E. Media Coverage

**VI. NEW BUSINESS**

There was none.

**VII. OLD BUSINESS**

There was none.

**VIII. ADJOURNMENT**

The meeting was adjourned at 3:15 P.M.

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Jud Fisher, Chair

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Dan Peterson, Secretary